DOCUMENT RESUME

ED 341 463 PS 020 174

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TITLE Moving toward a Primary Program: A Self-Study.
INSTITUTION Kentucky State Dept. of Education, Frankfort. Div. of Early Childhood.
PUB DATE Aug 91
NOTE 87p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Check Lists; Classroom Environment; Continuous Progress Plan; *Educational Cooperation; Instructional Materials; Parent Participation; *Primary Education; *Program Evaluation; *Program Implementation; *Student Evaluation; Teacher Evaluation
IDENTIFIERS Authentic Assessment; *Developmentally Appropriate Programs; *Kentucky; Learning Environments; Multi Age Grouping; Partnerships in Education; Teacher Partnerships

ABSTRACT

The attributes of Kentucky's Primary Program are developmentally appropriate practices; multi-age classrooms; continuous progress; authentic assessment; qualitative reporting; professional teamwork; and parent involvement. This document serves as a guide for teachers who wish to make changes concerning these attributes as they relate to four specific areas of education. These areas are considered in four sections of the document, each of which provides a checklist of attitudes and activities relating to the area. The sections are: (1) The Learning Environment, containing statements on program philosophy and organization, learning tools, and scheduling; (2) Developmentally Appropriate Curriculum, including statements on philosophy, integrated curriculum, varied instructional strategies, and multi-age groupings; (3) Educational Partnerships, including partnerships between teachers and other teachers, assistants, specialists, principals, parents, and the community; and (4) Assessment, containing statements on student assessment and recording methods, assessment of teachers, and program assessment. A score sheet and school practices profile are included for measuring the results of the checklists. Appendixes include worksheets for teachers to use to document practices and curriculum approaches, a list of materials and supplies, descriptions of learning centers, and a delineation of the theory of multiple intelligences. (BC)

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Moving Toward A Primary Program:
A Self-Study

Division of Early Childhood
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Office of Learning Programs Development
Kentucky Department of Education
Thomas C. Boysen, Commissioner of Education

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August, 1991

ACKNOWLEDGMENTS

A Self-Study: Moving Toward a Primary Program

Kentucky Department of Education (KDE)

August, 1991

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We wish to acknowledge two documents that were extremely helpful in the formation of Kentucky's own self-study:

- *The Teacher's Ongoing Role in Creating a Developmentally Appropriate Early Childhood Program: A Self-Study Process for Teachers of Children Ages 5-8*, by the State of Connecticut and the Board of Education
- *Early Childhood Programs and the Elementary School Principal: Standards for Quality Programs for Young Children*, by the National Association of Elementary School Principals (NAESP)

We also wish to thank the following people for their contributions to this project:

Nan Beanland, Very Special Arts
Nijel Clayton, Social Studies Consultant, KDE
Judy Cooper, Library Media Specialist, KDE
Sue Darnell, Science Program Consultant, KDE
Lou DeLuca, Visual Arts Consultant, KDE
Ken Draut, KIRIS Program Consultant, KDE
Kay Freeland, KERA Implementator, Rowan County Schools
Linda Hargan, Ohio Valley Education Cooperative
Joan Howard, Extended School Learning Program Consultant, KDE
Nancy Huffstutter, Murray State University
Tricia Kerr, Science Program Consultant, KDE
Kate McAnelly, Extended School Learning Program Consultant, KDE
Jeri Oberg, Mathematics Program Consultant, KDE
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Bill Stearns, School Councils Program Consultant, KDE
Sheila Vice, Mathematics Program Consultant, KDE

CONTENTS

The critical attributes for Kentucky's Primary Program, as developed by the Kentucky Department of Education, are: developmentally appropriate educational practices; multi-age/multi-ability classrooms; continuous progress; authentic assessment; qualitative reporting methods; professional teamwork; and positive parent involvement.

For easy and practical use of this self-study, the sections do not completely correspond with one critical attribute at a time due to the attributes being closely related. However, each critical attribute is listed in each section where it appears.

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INTRODUCTION

We are aware that thoughts of a new Primary School, as mandated in HB 940, can be quite over-whelming.

We must give great thought and carefully plan to assure success in our transition to and implementation of the primary program. In addressing both issues the Department of Education has developed a self-study. This self-study has four sections:

- The Learning Environment
- Developmentally Appropriate Curriculum
- Educational Partnerships
- Assessment

An ideal primary school could be described as a center of activity where children of mixed ages and abilities are actively involved in their learning - moving around to get manipulatives, support materials, and information in order to complete their tasks. Children have direct input as to what they are studying and advance at their own rate. There are no desks, only tables with children working around them - some working in groups, some individually, some on the floor, and others at specific learning stations positioned throughout the classroom. There is a consistent verbal interaction among the children, with many smiling and thoughtful looks on their faces. The teacher rotates around the room changing roles as resource person, encourager, listener, evaluator, facilitator, recorder, etc.

Children's work is displayed everywhere. Writing samples, charts, homemade books, models, building structures, and anything else that can demonstrate knowledge of a particular subject are visible throughout the room. All students are actively engaged in a positive, organized learning environment.

Since we are describing schools that meet children's needs, there will not be one ideal formula. There will be many variations, yet all will center around children and meeting their developmental needs: physical, social, emotional, aesthetic, and cognitive. Each child will exhibit various rates and patterns of growth within each of these five domains.

The scene we just described may be different from your own setting; yet in almost every school throughout the state, teachers are using some tech-

niques that are very appropriate for our primary schools. And for that reason you need to begin evaluating the learning environment, curriculum, educational partnership, and assessment. The best place to start is usually right where you are; and that is why this self-study is designed to find out - *"where are you?"*

You and your school will have a great deal of flexibility within the law, so prepare a block of time for careful and thoughtful completion of this self-study. You are on your way!

NOTE:
This self-study may be used with four broadcasts designed through KET especially dealing with the primary school (September 17 & 24, and October 1 & 8). The self-study is designed to be flexible, use it to meet your needs.

REMEMBER:
HB 940 is not the latest "trend." It will not go away if we keep our eyes closed long enough. Some of you are very excited, some not as much, but together we can work through our fears and anxieties as we plan our primary program.

UNDERSTANDING THE PROCESS

Change is a continuous process. It involves self-analysis, study, and gradual personal growth

This document is designed to evoke change. Each teacher will be able to work through this process starting with basic foundations of each critical attribute, as developed by the Kentucky Department of Education.

Building a developmentally appropriate primary program is a tremendous undertaking and a challenge to be addressed over several years. Careful reading and study to ensure understanding of the underlying philosophy of the primary school is essential to personal growth.

Throughout your teaching career there has probably been little time, if any, for reflection; but you must begin with a careful self-analysis if you are to decide the best way to begin changing. Analyzing your beliefs, teaching styles, teaching preferences, etc., will give you an idea of the "whole" you. Over time you will develop strategies to teach in the primary program.

Since many of you will be in team teaching situations you may choose to work with one or several colleagues who share mutual goals and expectations.

This is a continuous process which takes time to successfully complete. Proper use of this instrument will include the following processes:

- **Preview**: Take time to carefully read the instrument before completing any portion.
- **Analyze and Complete**: Carefully complete one section at a time. You may need several days to "mentally observe" yourself teaching in order to rate yourself in a particular area. It is normal at some point to say, "*I don't know if I do this or not.*" Take time to find out, remember to be honest with yourself; you cannot make changes unless you look at yourself objectively. You may want a friend or two to help with reflection and feedback.
- **Select**: After careful consideration, choose the section you would like to (or feel the need to) work on first.

- **Be Realistic**: Do not aim for a perfect score in any one section. No teacher is expected to implement every part of a section, but to gradually plan and continually increase the critical attributes of your program.
- **Plan and Take Risks**: After you have chosen the section to concentrate on, identify two or three criteria as priorities for change. Implement the changes, remembering that you will probably need many opportunities to experiment with the new strategies before they feel comfortable. Continue this process of targeting sections, planning strategies, and implementing them.
- **Recheck**: Complete the same section after a few months to determine your progress. When you feel comfortable with a section then it is time to move to another and repeat the process.

INSTRUCTIONS

NOTE:
Although the success of this study depends on mapping your own course and making your own decisions, there must be a firm foundation on which to build. For this reason, it is suggested that you begin by developing your philosophy, mission, and objectives. This should be done individually and also as a school.

After you have had time to review the self-study and reflect on the strengths and needs of your students, school, and yourself, decide on one section to focus your attention.

Write the number that corresponds with the degree to which you and your program presently meet that criterion:

1 - not yet / rarely / to a small degree

2 - sometimes / to a moderate degree

3 - usually / frequently / to a large degree

By totaling the number of points in each section and charting them on the *Profile of Primary School Practices*, you will be able to create a picture of the strengths and needs of your program and set priorities for your own efforts in enhancing its developmental appropriateness.

NOTE:
For future reference, please copy and keep the original of this form so that you can repeat the process when you want to monitor your own progress. Continue to set new objectives for your own growth. Date each use of this instrument or use a different color pen when you repeat a section to see your growth.

THE LEARNING ENVIRONMENT

The development of a philosophy and mission statement is a group process that represents the organization and provides a basis for all program decisions.

The philosophy of a quality program is based upon research of developmentally appropriate practices. Children are viewed as active learners experiencing hands-on exploration of many diverse materials. They are allowed freedom of movement and choice. Teachers integrate curriculum and provide diverse instructional strategies and approaches with flexible groupings. The children are provided the optimal environment for learning in their own individual manner and at their own individual rate. The mission statement briefly describes the results expected as the school implements its philosophy.

A review of recent research and literature has been completed and will continue to be updated and studied. _____

The statement of the program's philosophy is developed cooperatively by parents, staff members, and community representatives, thus assuring a sense of ownership among those involved. _____

A copy of the statement is available to anyone interested. _____

An assessment of the current program and policies has been conducted and all changes are in alignment with the philosophy, mission, and curriculum. _____

The philosophy and mission statement are reviewed annually. _____

NOTES:

NOTE:
Workpages are provided in the Appendix to keep track of professional development training; books, articles, and videos reviewed; schools visited; and other ideas that will help you develop your primary program.

I actively seek to maintain a good understanding of the knowledge base by reading, observing, and attending workshop sessions regarding:

- Child development and the learning process of young children. _____
- Appropriate curriculum and teaching techniques specific to the young child. _____
- Observing, assessing, and recording young children's growth and development. _____
- Collaborative efforts of entire staff. _____
- Assisting parents to enhance their understanding of their child's development and to support this development in the home and school settings. _____

I discuss research articles, workshops, ideas, etc. with colleagues on a regular basis. _____

I seek opportunities to observe other developmentally appropriate primary programs. _____

NOTES:

The program tone reflects the school's philosophy and mission.	I like children and enjoy working with them. _____ I create a risk-free environment where warmth, stability, dependability, and enthusiasm are ongoing to create comfortable interactions among adults and children. I greet each child at the start of the day. _____ I give each child some individual attention and recognition every day. _____ I foster feelings of success in all areas of development for each child at his or her own rate of accomplishment. _____ I help each child develop self-esteem through encouragement, caring, and focused attention. _____	**NOTES:**
The learning environment sets the stage for and reinforces all developmentally appropriate educational practices.		

	I provide an orderly, clear arrangement of equipment, materials, and supplies which promotes exploration and creativity. _____	**NOTES:**
NOTE: A highly organized classroom is a necessity in a child centered program. The teacher must blend the environment with the curriculum, develop classroom routines and rules, outline expectations for student achievement, and develop appropriate and accurate assessment. Ironically, this type of classroom, with every component in place, appears to run itself and to have very little direction. It is this type of "invisible structure" that allows the child to be in control of his own learning, thus allowing the child to learn at his highest potential.	Equipment, materials, and supplies are easily accessible to all children, including those with a variety of handicaps. _____	
	I provide a "print-rich" environment (i.e., items labeled, many types of literature available, posters, charts, etc.). _____	
	I encourage independence by supplying shelves, containers, supplies, and special areas with symbols, pictures, and/or work labels to encourage children to select, put away, and clean up materials and activities. _____	
	Materials are at children's eye level. _____	
	I provide areas in the classroom for individual, small-group, and large-group activities. _____	
	I provide a place for each child to store personal belongings encouraging ownership and responsibility. _____	
	Children have many places to display their own work. _____	
	I make provisions for accommodating a wide variety of behaviors by providing separate active and quiet activity areas. _____	

The organization and implementation of the primary program is based on this philosophy and mission statement.	I make frequent small changes in the classroom to adapt to the students' ever changing needs, and I support children making similar changes to meet their self-identified learning needs. ____	**NOTES:**
	I make major adaptations in the physical environment when necessary to prevent overcrowding or acknowledge concerns based on the children's needs. ____	
	I insure that children have easy access to teachers and peers as well as learning materials. ____	
	The activity areas I provide have well-defined boundaries that are observable to children. ____	
	I provide areas in the classroom for individual, small-group, and large-group activities. ____	
Appropriate organization of the physical space encourages harmonious interaction and cooperative learning.	I provide private as well as group spaces to encourage children to create and experience cooperative as well as independent activities as needed. ____	
	I remain alert to the effects of the physical environment on behavior and make changes to address children's responses and needs (e.g., adjusting the number of children allowed to work in a center to reflect changes in the way children are using a center). ____	
	I allow for spontaneous talking among peers and with adults. ____	

The learning tools (equipment, materials, & supplies) available to children activate the curriculum.	I offer materials that address a wide range of developmental stages, capabilities, and learning styles. _____ I offer many materials that are open-ended so children can use materials in a variety of ways. _____ I extend, enrich, and simplify activities to make experiences more meaningful to individual children (e.g.; increase or reduce the amount of material to be manipulated, provide a variety of fiction and nonfiction books on many reading levels, etc.). _____ I carefully introduce materials and activities on a regular basis to assure understanding, provide variety and challenges, and to meet individual children's changing needs. _____ I provide sufficient numbers and multiples of some learning tools to encourage the flow of activities, social interaction, and peer modeling. _____	**NOTES:**
NOTE: A Materials and Supplies Self-Study Checklist is included in the Appendix.	I use a wide variety of learning tools including teacher-prepared, found objects, materials supplied and created by the children, as well as commercial items. _____	

The scheduling and use of time is the glue that binds the educational practices together.

I organize the daily schedule to allow time for children to plan, implement, describe, and assess their own activities. _____

I plan with all teachers that work with my students, including special education, gifted education, art, music, P. E., librarians, speech clinicians, etc., in order to design days which meet each individual's special needs. _____

I prepare the room before the children arrive so that I am free to be with the children. _____

I use some routines to help children move from dependence on others toward independence. _____

I allow time for children to learn the proper use and care of materials. _____

I meet with children daily -- individually and/or in small and large groups -- to discuss their individual plans and completed activities. _____

I maximize continuous time for interactive learning and minimize the number of transitions to encourage children's sustained involvement in complex activities. _____

Clean-up time is built into the regular schedule and students are responsible for keeping their room neat and clean. _____

NOTES:

	I allow children to make choices and encourage them to be in charge of their own learning. _____ I develop and use a nonwritten/ symbolic and/or written system, for choosing work assignments (e.g., a pegboard for activity choices to support children's planning and transitions, etc.). _____ I encourage children to use my system for reporting, recording, and evaluating their completed activities. _____ I have a convenient, effective, and flexible method enabling me to record and change my daily plans. _____	**NOTES:**

The daily schedule reflects children's developmental needs.	I allocate a significant portion of the day for sustained interactive learning activities which is primarily child initiated. _____ I allow children freedom of movement to meet their own needs. _____ I develop a well-balanced daily schedule that includes: Active as well as quiet activities. _____ Individual, small-group and large-group activities. _____ Indoor and outdoor activities. _____ Independent projects as well as teacher-supervised activities. _____ Child-initiated as well as teacher-initiated activities. _____ Use of manipulatives and other multi-sensory activities as well as paper/pencil tasks. _____ Art, music, and physical education. _____ Programs or activities that pull children out of the classroom are minimal or nonexistent. _____	**NOTES:**

Appropriate discipline is fostered by modeling appropriate behavior and maintaining developmentally appropriate expectations for children in a nonthreatening, nonjudgmental environment.	Children are involved in setting our classroom rules and expectations. _____ Children know what is expected of them and their classmates. _____ I demonstrate self-control and coping skills. _____ I emphasize positive, appropriate behavior while allowing for mistakes. _____ I accept children's need to assert themselves, to be verbally aggressive, and to be inquiring. _____ I structure classroom activities to enhance cooperation rather than competition, and emphasize helpfulness, kindness, and caring attitudes. _____ I create a schedule that encourages activities that are developmentally appropriate and maximize time for talking among children, rather than primarily listening to adults. _____ I expose children to different points of view and encourage open-ended questions. _____ I use gentle humor and foster self-esteem whenever possible. _____ **TOTAL SCORE FOR LEARNING ENVIRONMENT** _____	**NOTES:**

THE DEVELOPMENTALLY APPROPRIATE CURRICULUM

The curriculum defines what the students are to learn.

Teachers' attitudes, based on a developmentally appropriate philosophy, will anchor all curriculum and environment within their primary program.

The philosophy provides the foundation for learning, the environment allows for learning to take place, and the curriculum defines what the students are to learn, including the skills they are to master, the concepts they are to develop, and the values, attitudes, habits, and feelings they are to acquire. Above all, the curriculum responds to the different learning and developmental needs of young children. Each decision about the curriculum is made in light of what is best for children being served. Curriculum development should involve staff, parents, and appropriate representatives of the community, for all have a vested interest in our children's future.

I use the following philosophical concepts as a foundation of my curriculum:

I recognize not only that each child is capable of learning, but wants to learn and at relatively high levels. _____

I value interactive learning as the central activity of the children's learning process. _____

I value play and respect it as an appropriate way of learning. _____

I foster the development of higher order logical thinking and problem-solving skills. _____

I emphasize that learning is a process, not a destination. _____

NOTES:

	I offer activities that develop the whole child: socially, emotionally, physically, aesthetically, as well as, cognitively. _____ I work on building self-esteem daily in all my students. _____ I am a facilitator of learning. _____ I use life experiences as a basis for learning. _____ I allow time for interactive involvement. _____	**NOTES:**
NOTE: There are many acceptable approaches to developmentally appropriate curriculum. Although most of these are mentioned, it is understood that there may be some very good approaches not mentioned. It is also understood that no teacher can use all of these approaches. A teacher or school must decide which ones best fit the needs of the children, the strengths of the teachers, and the available resources of the school and community.	I allow children to be involved in planning the curriculum based on their needs and interest. _____ I employ instructional strategies adapted to the pupils' learning styles and stages of development, capitalizing on the youngsters' spontaneity and intellectual excitement. _____ I teach skills in meaningful context, not in isolated parts, (i.e., "wanting to know" precedes knowing "how to do."). _____ Content is responsive to cultural and linguistic diversity. _____	

NOTE:
Workpages are provided in the Appendix to keep track of the approaches you are implementing. This will help you document your progress while assessing which approaches suit your talents and needs.

I use a variety of curricular approaches daily which include:

Whole language, literature-based reading, Success in Reading and Writing, or other related approaches. _____

Hands-on math (e.g., Mathematics Their Way, Box-It and Bag-It, SUM, or other related approaches). _____

Activity-based sciences (e.g., ACES, SCIIS, or other related approaches). _____

Community-based social studies, (e.g., starting with what a child knows in his/her own community and working from there). _____

Theme or unit studies. _____

Other approaches (list):

NOTES:

Integrated curriculum makes learning relevant and true to life.	I know what skills and concepts my students should be learning. _____ I provide activities, materials, and plenty of time for students to develop and practice the skills and concepts. _____ I adjust my expectations to meet the developmental needs of individual children. _____ I cut across subject matter to teach and reinforce skills (i.e., to complete a science project on magnets, the child not only has to find out about magnetism, but needs to count and weigh objects, measure distance, make charts, write a summary paragraph, give an oral report, etc.). _____ I use broad based themes to provide a springboard to develop a series of topical themes that connect together (e.g.; a broad-based theme could be "Beginnings." Then throughout the year, during designated times, topical themes could include: "All About Me," "My Family History," "Dinosaurs," "Seeds," "The American Revolution," "Life Cycles," etc.). _____ I use topical themes to integrate and guide my curriculum (i.e., the concepts, objectives, and skills introduced would revolve around a topical theme such as seeds). _____	**NOTES:**

	I include activities in language arts, social studies, creative dramatics, music, art, science, mathematics, or any combination of these - rather than with short periods of time spent on each subject area. _____ I reflect themes by changes, additions, and deletions within the environment and curriculum (i.e., a topical theme on "Keeping Healthy" may encourage these changes: the dramatic play area changes into a health clinic, a vegetable garden being started outside or in large containers in the window sills, opportunities for many cooking experiences are provided, charts on appropriate exercise programs for students and teachers are written and performed, etc.). _____ I am careful about forcing content into a theme when it does not flow. (Sometimes I need to teach a skill or particular content outside the prescribed theme. I let the theme bring together natural correlations, not trap me within curricular boundaries.) _____ I allow students' interests to influence the themes and project selection, as well as, the duration of each. _____ I model writing, reading, listening, and speaking daily. _____ I incorporate the philosophy behind whole language by having my students write, read, listen, and speak daily. _____	**NOTES:**

Instead of learning how to read and write, we are now reading and writing to learn.	I plan for and encourage meaningful and purposeful conversation, which contributes to language development. _____ I introduce writing and reading simultaneously as an integrated part of the curriculum, not just at assigned times. _____ I schedule independent writing and reading workshops each day. _____ I present language in a whole setting (i.e.; read an entire story then proceed with phonics and other skill instruction through children's reading and writing activities). _____ Children develop an awareness of phonics and other skills through interaction with meaningful text (e.g., good literature, songs, chants, poetry, etc.). _____ I provide a wide variety of literature-based instructional materials for a wide range of ability levels (e.g., fiction, non-fiction, poetry, biographies, etc., at varying levels from picture books to chapter books). _____ The basal reading series is used in ways other than the only teaching tool. _____ I use my basal readers as a resource for multiple copies of stories. _____	**NOTES:**

NOTE:
Learning takes place as children touch and manipulate things. As they develop, they move from concrete activities and materials to those that are representational, and then from the representational to the symbolic. Children learn almost exclusively by doing, and through movement.

I provide activities for creative expression to also be developed through art, music, drama, dance, and movement. _____

I use my school library, public library, book clubs, donations, children's published books, etc., to provide a continuous stream of print materials in my classroom. _____

I provide multiple copies of good literature when possible. _____

I give time for daily journal writing in order to document progress in the writing process, note students' social and emotional development, and practice various types of daily writing. _____

I give children opportunities to explore, investigate, question, and research their environment and lives; I use this information as a foundation for mathematics, science, and social studies. _____

Questioning and exploring is a daily event. _____

I provide correlation between our real world and mathematics, science, and social studies. _____

NOTES:

Mathematics, science, and social studies are an integrated and integral part of our daily lives. Our world is our textbook and we need only to live to experience these.

Mathematic concepts of sorting, classifying, ordering/seriation, matching, and patterning with concrete materials are fully developed before entry into paper/pencil tasks. _____

Numeration, geometry, measurement, and graphing concepts are developed through manipulation of concrete materials and are understood by the children before they move to abstract and symbolic reasoning. _____

I integrate the performance of mathematic skills into our everyday routines (i.e., having students count milk or lunch money, tabulate attendance, record time for daily events, etc.). _____

I incorporate the National Council of Teachers of Mathematics (NCTM) standards of problem-solving, communications, reasoning, and connections into my curriculum. _____

I frequently take my students into the community and on other field trips for authentic learning experiences. _____

The scientific method (observing, questioning, gathering information, forming a hypothesis, experimenting, collecting and analyzing data, and stating the conclusion) is used regularly as we define and discover our world. _____

I provide opportunities for inductive reasoning, as well as, deductive reasoning. _____

NOTES:

NOTE:
You might not implement all of these strategies into your program. Each technique offers developmentally appropriate avenues to teach content and skills. It is suggested that you try many of these and choose those that fit your needs. Sometimes using a few strategies well is better than using many with a lesser degree of effectiveness. But, on the other hand, you can best meet a variety of learning styles with a variety of techniques.

I provide community and field expert representatives in our classroom and school to share and discuss particular relevant topics. _____

Materials are available to enable hands-on math and science and/or plans to acquire these materials as funds are available are outlined and given to those responsible for supplies. _____

Maps, globes, and other representational items are available when actual experiences are not possible. _____
(But should not be used in place of real experiences when they are available.)

I use a variety of instructional strategies daily which include:

- Cooperative learning _____
- Peer coaching/tutoring _____
- Learning centers _____
- Project making _____
- Use of technology _____
- Independent learning activities _____

Other strategies (list):

NOTES:

NOTE:
Remember, you cannot do it all at once; pick those techniques that appeal to you most or potentially offer you the greatest results and concentrate on one or two at a time. Increase your strategies as you feel comfortable with your situation.

I group students and give assignments designed to encourage students to work together to research, design, and/or complete assignments. _____

I use cooperative learning groups to teach social skills such as taking turns, being supportive, etc. _____

I look at students' strengths and talents in order to reinforce their capabilities and also to help other students who could learn from that particular peer tutor or coach. _____

I set up learning centers in order to provide choices for students, to offer a wide range of open-ended activities, and to integrate activities. _____

I offer a range of activities within each center to address a broad scope of developmental needs (e.g., the book corner has wordless books, picture books, predictable books, chapter books, etc.). _____

NOTE:
A list of possible learning centers and materials that could be used in each center is included in the Appendix.

Students move from center to center as outlined by the classroom routine. _____

I limit the number of learning centers based upon my evaluation of space, time, and personnel to prepare, maintain, and supervise quality centers. _____

NOTES:

	I design and assign projects allowing a child not only to show what he knows but what he can do with what he knows. _____ I allow for student interest and input when assigning projects. _____ I allow for enrichment and/or continued interest by encouraging children to design and complete independent learning activities. _____ I use the technology made available to me as a tool for learning, not as a substitute for worksheets or an electronic textbook. _____ I give assignments that include using a computer's technology to solve problems. _____ I use word processing as one means for students to write, edit, and rewrite stories, reports, etc. _____ I actively seek training and names of teachers currently using these strategies successfully in their classrooms in order to understand and perfect that particular technique. _____	**NOTES:**

Primary school children learn more readily if they experience a variety of grouping practices. When the curriculum is structured to meet a wide range of developmental needs, children flourish, have good self-concepts, and learn from each other. Therefore, **it is the developmentally appropriate curriculum that drives the multi-age, multi-ability groupings, not the "ungradedness" driving the curriculum.**

I have a multi-age, multi-ability classroom and/or team. ____

I regularly employ alternative grouping strategies (i.e.; cooperative learning groups, interest groups, ad hoc skills groups, peer tutoring groups, etc.). ____

Group size varies, exposing children to large groups, small groups, and individual situations. ____

Roles within the groups change allowing children to experience different responsibilities within different group settings. ____

I employ family grouping (keeping a certain percentage of students from year to year depending on the number of different age groups within the classroom or team). ____

TOTAL SCORE FOR DEVELOPMENTALLY APPROPRIATE CURRICULUM: ____

NOTES:

EDUCATIONAL PARTNERSHIPS

NOTE:
The partnerships you form within your program will vary from school to school.

Team teaching is defined in Kentucky's program description as 2 or more teachers who plan and teach together and support each other with common and agreed upon roles and responsibilities. They teach a combined group of students, which may be grouped and regrouped.

The teacher will need to have a wide range of partnerships including: special area teachers; special needs teachers; librarians; teaching assistants; principals; parents; businesses; other community members; etc. This will not happen overnight. Relationships take time to develop and mature over the years. Pick one or two to concentrate on first and work from there.

Some of the following sections will apply to you and some will not. Skip the parts that have no effect on you or your program. You may not have an assistant, so that section will be skipped, yet in a couple of years this might change, so you could go back and complete the appropriate sections.

Although most of this self-study will apply to all types of teachers and assistants there are special parts designed to be completed only by the specialized teacher or assistant.

TEACHERS ⇄ TEACHERS

I am a team player and enjoy working with others. _____

I am open-minded about working as a team of teachers to meet students' needs. _____

As a faculty, we have read articles and/or visited team teaching situations, etc., to give us ideas on how we wish to proceed. _____

NOTES:

When there is so much to do and so much to learn, team teaching can be a perfect solution.

Our faculty has discussed the definition and characteristics of team teaching, strategies for team building, strategies for selecting teams, and other pertinent information to be finalized or discussed before team teaching decisions are made. _____

i help to determine whether I want to team, how many teachers will work on my team, and who will be on my team. _____

We find time to plan together at least 30 minutes daily, and then for a large block of time at least once a week. _____

We arrange our schedules to allow for the least amount of movement and disruptions for students as possible. _____

If moving from room to room is necessary, I make special allowances to adjust schedules or give extra attention to young students who may need additional time during this transition. _____

We are flexible and make adjustments in our schedules and routines as needs arise. _____

I am patient and understanding as we learn to work together. _____

NOTES:

Family grouping is defined by Kentucky's program description as: A group of students that stay with the same class-mates and teacher(s) for more than one year. (i.e., In a multi-age grouping of 6, 7, and 8-year olds, approx-imately 1/3 of the class would stay the same, 1/3 would move to 4th grade, and 1/3 would be new to the class. A child could be in this class for 3 years.)	I am aware of strengths and weaknesses and where these fit in with our team's needs. _____ Responsibilities, duties, and each of our roles are discussed, well-defined, and agreed upon by our team members. _____ Curriculum decisions are made and carried out as decided by our team members. _____ We make decisions and work as a "team." _____ I have investigated and talked to teachers who use family grouping. _____ I understand the merits of family grouping. _____ I am implementing family grouping. _____	**NOTES:**

	TEACHERS ⇄ ASSISTANTS	NOTES:
	The teacher assistant and I have compatible philosophies and styles and we work well together for the good of each child. _____	
	I talk with respect to my assistant. _____	
	The teacher assistant and I have outlined and agreed upon the role and responsibilities of her job within our classroom. _____	
	I inform the teacher assistant regarding my rationale behind activities, as well as, the goals set for the completion of these activities. _____	
	It is difficult for a guest to distinguish who is the teacher and who is the assistant during the course of the day as we circulate and work with children. _____	
	The teacher assistant and I communicate regularly through frequent planning/ evaluation meetings, as well as spontaneous brief chats throughout the day. _____	

	FOR THE ASSISTANT TEACHER:	NOTES:
	The teacher and I have compatible philosophies and styles and we work well together for the good of each child. _____	
	The teacher and I communicate regularly through frequent planning/evaluation meetings, as well as, spontaneous brief chats throughout the day. _____	
	I respect the teacher's abilities and follow her lead as I work in the classroom. _____	
	I follow the directions of the teacher when assigned specific tasks. _____	
	I feel respected and trusted to work within the classroom to help facilitate learning. _____	

As we work towards the development of the whole child, the role of the specialist takes on new meaning. No longer are art, physical education, music, etc., seen as enrichment classes but are viewed as an integral part of the total curriculum.

TEACHERS ⇄ SPECIAL AREA TEACHERS

I encourage special area teachers to support and enhance my program by sharing my plans with them. (i.e.; if my class will be studying changes for the next several weeks, with an emphasis on seasons, I make them aware of this and encourage them to offer activities that support our theme.) _____

I encourage special area teachers to be involved in specific classroom activities with large and small groups, as well as, individual students. _____

I work with special area teachers to understand and coordinate their activities with our classroom curriculum to avoid content isolation. _____

I seek opportunities to observe them teaching in their area of expertise. _____

I supplement the special area teacher's curriculum in visual arts, movement, music, and drama by conducting specific classroom activities in these subjects on a regular basis. _____

Since we do not have a special area teacher in one or more subjects (music, art, P.E.), I regularly include these subjects in my daily curriculum. _____

We schedule regular planning periods to collaboratively develop activities for children. _____

We communicate regularly to coordinate our instructional plans. _____

NOTES:

	FOR THE SPECIAL AREA TEACHER:	NOTES:
	I schedule regular planning periods with classroom teachers to collaboratively develop activities for children. _____	
	I encourage classroom teachers to share their plans with me so that I may plan activities that support and reinforce what is being taught in their classrooms. _____	
	I try to be involved in specific classroom activities reflecting my speciality, with large and small groups, as well as, individual students. _____	
	I communicate regularly to coordinate instructional plans. _____	
	I work with classroom teachers to coordinate special activities within their classroom curriculum. _____	
	I work with the whole school to provide integrated and collaborative activities surrounding my specialty (i.e., an art teacher may schedule a schoolwide art fair exhibiting students' samples of artwork particular to the group or culture each classroom is studying for social studies). _____	

Research shows that many students with special needs can be effectively helped by including special needs teachers within the regular classroom setting. The special needs teacher works with identified, as well as, other students in the classroom to introduce and/or reinforce specific skills and concepts, and/or provide enrichment. Special needs teachers include teachers for special education, gifted education, speech therapists, etc.

TEACHERS ⇄ SPECIAL NEEDS TEACHERS

I schedule regular planning periods with special needs teachers to develop activities and plans for my students. _____

I seek to collaborate efforts with special needs teachers in order to meet children's needs within the classroom without isolating them or taking them out of the classroom environment. _____

I work with special needs teachers to schedule times that work for everyone involved when students need to leave my room and for times when the teacher comes into my classroom. _____

I solicit and use the expertise of the special needs teacher to provide an appropriate environment, curriculum, and expectations within my classroom for my identified students. _____

NOTES:

	FOR THE SPECIAL NEEDS TEACHER:	NOTES:
	I carefully consider each child's placement and delivery method with regards to his or her individual education plan. _____	
	I communicate openly with the parents and classroom teacher with any and all recommendations concerning a particular child's placement and delivery method. _____	
	I schedule regular planning periods with classroom teachers to develop activities for children and to collaborate efforts. _____	
	I consider the specific needs of each child to help suggest and implement approaches and techniques to meet these needs. _____	
	I am learning about the theory of multiple intelligences and how it applies to children's learning. _____	
	I look at all intelligences within my students to select approaches to help them achieve their potential. _____	
	I work with the classroom teacher to schedule times that work for everyone involved. _____	
	I work within the regular classroom setting as my first option and use pull-out programs only when the classroom setting is not working. _____	
	I work with classroom teachers to coordinate with special activities within their classroom curriculum. _____	

Chapter 1 is a federally funded program which provides supplemental instruction to children identified as educationally deprived. Chapter 1 staff can work only with students selected for the Chapter 1 program and can only provide supplemental instruction. Chapter 1 programs must be designed with the Chapter 1 coordinator, principal, classroom teachers, and Chapter 1 staff.

TEACHERS ⇄ CHAPTER 1 TEACHERS

I am responsible for planning, providing, and evaluating the regular instructional program of Chapter 1 students along with the rest of my class. _____

I coordinate with the Chapter 1 staff on a regular basis to ensure that both of us are meeting the special educational needs of Chapter 1 children. _____

I coordinate with the Chapter 1 staff so that the classroom and supplemental instruction implement the district's curriculum. _____

I share information about the needs and progress of Chapter 1 students during regularly scheduled meetings with Chapter 1 staff. _____

I work with Chapter 1 staff to schedule times and settings that would be the most appropriate to provide supplemental instruction. _____

NOTES:

	FOR THE CHAPTER 1 TEACHER:	NOTES:
	I work with the classroom teacher to improve the educational opportunities of educationally deprived children by helping these students succeed in the regular program, attain grade-level proficiency, and improve achievement in basic and more advanced skills. _____ (As stated in Chapter 1 Federal regulations.)	
	I participate as a member of the instructional team in planning the Chapter 1 supplemental program. _____	
	I conference regularly with classroom teachers regarding the needs and progress of Chapter 1 students. _____	
	I provide supplemental reinforcement and readiness activities for the Chapter 1 students that are congruent with classroom instruction. _____	

	TEACHERS ⇄ LIBRARY MEDIA SPECIALISTS	NOTES:
	I am informed about resource materials available in the library media center that supporting curriculum areas and thematic units. _____	
	I check out books and media for the classroom on a regular basis which include a wide variety of topics and ability levels. _____	
	I have students use the library media center often as a resource to find, analyze, and synthesize information. _____	
	I am supportive of the library media specialist's role as a resource person and a partner rather than as someone to provide planning time. _____	
	I plan with the library media specialist and let him or her know what topics will be studied in the coming weeks. _____	
	I integrate information skills into the curriculum and thematic units. _____	
	I inform my library media specialist about what books and media I would like to have in the library media center. _____	

	FOR THE LIBRARY MEDIA SPECIALIST:	NOTES:
	I support instruction by providing books and media that supplement the curriculum and reading needs. I order as many books and media requested by teachers and students as possible. _____	
	I allow teachers to keep the materials in the classroom for supplementary use and supply different materials as they are returned. _____	
	I team teach information skills in the context of the curriculum. _____	
	I plan mini-skills lessons with the teacher when it is needed and when it will most benefit a particular class. _____	
	I give suggestions to teachers on how the library media center can be utilized for classroom projects. _____	
	I am moving from teaching individual classes to having open and flexible library time when students may come to the library media center at any time individually or in small or large groups to use the library. _____	
	The library is organized so that materials are easily accessed. All materials and equipment are ordered, cataloged, and inventoried in the library so that everyone in the school will have access to them. _____	

	TEACHERS ⇄ PRINCIPALS	NOTES:
	The principal is always welcome in my room. _____	
	I share with my principal ideas I have gotten from training sessions and schools I have visited, as well as, articles I have read. _____	
	I work with my principal and support him or her in providing an effective, consistent, ongoing communication system that creates a clear understanding and cooperative "ownership" of developmentally appropriate practices with all staff members, parents, and the community. _____	
	I follow directions and complete assigned tasks in an efficient and timely manner. _____	
	I work with my principal to evaluate my performance and provide opportunities for further growth. _____	
	I use my principal as a professional mentor, not just as a disciplinarian or a person to go to when I have a concern. _____	

FOR THE PRINCIPAL:

It is recommended that principals use the document, *Early Childhood Education and the Elementary School Principal*, published by the National Association of Elementary School Principals (NAESP) for their own specific self-studies. This document may be purchased by members for $11.95 and nonmembers for $14.95 by writing:

NAESP
1615 Duke Street
Alexandria, VA 22314

Our self-study and the NAESP document are compatible and mutually supportive.

NOTES:

In a good primary school the staff realizes that parents and the school are closely linked together in the common cause of educating and providing the best situations for each child. Therefore, a climate is created where parents feel welcome and comfortable. A caring atmosphere is established so that parents recognize that the school is a nurturing, supportive place for their child and that they can approach any of the staff with any concern.

TEACHERS ⇄ PARENTS

In our research of well established primary programs throughout North America, we discovered a consistent factor in the schools that had excellent parent support and involvement. That one factor was parent "buy-in." The parents believed in what the school was doing and providing for their child. In almost every case when the program was beginning, the staff included the parents as they learned. They let the parents know they didn't have all the answers yet. Then, as they gained information they shared it immediately with the parents. (e.g., If they found an article which explained a certain component, the article was run off for the parents and sent home; if the teachers attended a workshop or visited a school they gave a summary at their next information meeting.) The staff held regular meetings for discussions and parents were welcome in the school at all times.

Parents and their opinions are treated with respect. _____

The atmosphere in the school and the attitude of the staff clearly indicate that the involvement and opinions of parents are highly valued. _____

Parent involvement is included within the school's philosophy and mission statement. _____

I am sensitive and understanding to parents' concerns and questions about the changes being made in our school. _____

NOTES:

Open communication between parents and the school staff is basic to the success of an early childhood program and must be two-way, not a situation in which educators talk and parents passively listen.

I support parents for the difficult job they have, listen to their viewpoints, and support them in their roles as parents. _____

There are regular parent recognition programs, as well as other activities that promote close parent/school ties. _____

Parents have a copy of the school's philosophy and mission statement and are encouraged to be involved in updating these yearly. _____

Formal communication strategies are established (i.e.; regularly scheduled newsletters, information nights, open houses, parent conferences, etc.). _____

We respond to the needs of working and nonworking families (e.g.; we try to schedule child care for parents who have children at home during the day, for meetings and volunteer work during school hours; we try to allow for flexible scheduling of conferences and meetings for parents who work outside the home; we try to provide child care options for those parents attending night-time meetings; we try to provide transportation to and from meetings and conferences for those who do not have a car or access to public transportation, etc.). _____

NOTES:

Sensitivity and demonstration of the acceptance of each child's individual family background, cultural heritage, or special needs provide the foundation from which school/ parent trust can be built.	Informal communication from parents is encouraged (e.g.; notes or phone calls to the teachers or principals, visits in the classroom, etc.).	____	**NOTES:**
	Parents are encouraged to express their ideas and opinions about the school and the program at formal and informal meetings, during visits to the school, by notes to the principal, on evaluation instruments, etc.	____	
	I strive to be knowledgeable about and sensitive to each child's family situation and special stresses (i.e.; illness or death of a family member, new sibling, recent divorce, etc.).	____	
	I value cultural diversity and seek to establish and maintain a nonsexist, multicultural classroom environment.	____	
	I strive to be knowledgeable about and sensitive to each child's special needs, handicapping conditions, learning styles, and unique situations.	____	
	I seek parental input about their child's development and their expectations.	____	

Parent involvement is of basic importance to the success of all elementary school programs. But for primary schools, and especially the transition into this new way of viewing education and how children learn best, it is crucial and must be viewed as a high priority.

I summarize children's individual development and needs in clear, positive, jargon-free language. _____

I communicate through a variety of methods including informal personal notes, classroom notes or newsletters, telephone calls, visits from the parents in our classroom, etc., along with the more formal schoolwide communications. _____

I explain to parents how our classroom runs, our classroom rules, and the expectations I have for their children. _____

I let parents know, on a regular basis, what their children are studying and how each child will be evaluated. _____

There is usually little work that goes home due to many of the curriculum changes (where I am more interested in process than finished paperwork which shows little high level critical thinking); therefore, I am very sensitive about letting parents know what is going on in our classroom. _____

I provide frequent, specific opportunities for parents to be involved with their child's education at home and encourage and support their efforts. _____

NOTES:

	I encourage families to participate in my program and in school activities in a variety of roles responsive to their own needs, talents, and availability (i.e.; preparing materials for the classroom, contacting other parents by telephone, etc.).	_____	**NOTES:**
	I encourage, train, and involve parents in our program so that they feel comfortable being involved with their child's education within our classroom.	_____	

NOTE:
If you do include a parent self-study, it is recommended that you include or send home a blank copy of the teacher/parent portion of this document so they can see the tool you are using to evaluate yourself and the school.

FOR THE PARENTS:

It is recommended that each school and parent/teacher organization, or an active group of parents if a formal organization does not exist, prepare a parent guide or information booklet to explain the primary program and the changes that will be made within their school. In the back of that booklet you may want to develop a short self-study for parents involving themselves in the program. We felt with the variety of programs being offered it would not be appropriate to try to develop a parent self-study portion in this document.

NOTES:

No longer is quality education only the concern of educators and parents. The community which houses and eventually employs many of these students has a vested interest in education, too. Improvement in education means improvement in the workforce; therefore, it is logical that we involve local businesses, both large and small, to be a partner in our education system.

TEACHER ⇄ COMMUNITY

My school (the principal, counselor, an assigned group, or individual teacher) makes our area businesses aware of the changes within our school. _____

My school invites area businessmen and women to visit our program. _____

We especially try to encourage policy-makers (local, county, and state) to visit our program and see our progress. _____

I allow my students to be involved in soliciting help and involvement by writing letters, making invitations, donating finished projects for display in a business, etc. _____

I use my students' parents as a beginning to get involved with local businesses (i.e.; If I have several parents that work at the Toyota plant, I may talk to them and see how we could work together to approach Toyota for support in our particular classroom or individual school. Then we could design a plan for their involvement. A parent may be able to make the contact and set up an appointment or arrange for the person to visit our classroom.). _____

NOTES:

I look for many opportunities for businesses to help, including:

Donating items particular to their business that could be useful in our class or school (e.g.; lumber to build needed furniture, yarn and material to make puppets, etc.). ____

Donating money (of varying amounts) in the form of grants for specific uses such as: projects (e.g.; specific field trip, materials to make costumes and scenery for a play, etc.), school improvements (e.g.; building a loft in a classroom, supplying a computer lab, etc.), staffing (e.g.; hiring a foreign language teacher for the school, hiring aides, etc.), and classroom supplies (e.g.; math and science manipulatives, multiple copies of good literature, etc.). ____

Giving special discounts to children's families that could enhance children's learning (e.g.; special prices for admission to the zoo or a museum, discounts on school supplies, etc.). ____

NOTES:

	Allowing their employees (that have students in our school or who are just interested in education) scheduled time off to work in the classroom for special projects or in teacher assistant roles (i.e.; reading with children, supervising a center, etc.). This could be similar to companies allowing a day off (with pay) if their employees donate blood. _____ Other ideas:	**NOTES:**

ASSESSMENT

Most traditional achievement tests do not reflect developmental theory and practices especially in the primary years. These tests measure isolated skills, stress academic knowledge, and rely heavily on multiple choice questions. Traditional achievement tests have emerged as a reflection of the pressures that too often threaten the normal development of young children today.

Assessment is often used synonymously with a paper and pencil, multiple choice test; however, assessment covers a wide range of methods that provide information to teachers about a student's knowledge. We recognize that young children learn by doing and being actively involved. Their assessment should reflect this. We want to know what a child knows, but more importantly, we want to know what he/she can do with what he/she knows. Therefore, "authentic assessment," which includes "performance-based assessment," is an important piece in Kentucky's Education Reform Act.

Below are terms that have been defined in *Kentucky's Primary School: Program Description I*.

Authentic Assessment:
Assessment of what we actually want students to be able to do or understand; assessment which occurs in the context of normal classroom involvement and reflects the actual learning experience.

Performance Assessment:
Assessment based on a child's actual performance as opposed to only tests or written assignments that may be quite different from the process a child used while learning the material. (Performance Assessment is authentic.)

NOTES:

Valued Outcomes:
Ability to complete tasks that have application to "real life" and are valued by the student and the adult world.

Qualitative Reporting Methods:
Regular home-school communications which describe how and what the child is learning, individual accomplishments, interests, abilities, and attitudes. Progress is related in terms of the continuous growth and development of the whole child in noncomparative ways. Reporting encompasses formats such as formal narrative, report cards, conferences, portfolios, journals, videotapes, and anecdotal records.

Anecdotal Record:
A written record kept in a positive tone of a child's progress based on milestones particular to all aspects of a child's development. Recording happens throughout the day while actual activities are occurring. Recordings are made when appropriate and are not forced.

I realize the need for real or authentic assessment of what I teach and how I facilitate learning to my students. _____

My understanding of the need for authentic assessment is based on the current research. _____

As I plan for learning, I ask myself, "What is the valued outcome I am looking for, are these learning activities likely to lead to that outcome, and how can I actually tell if a child can do this?" _____

NOTES:

Observations and other recording methods must be used and assessed regularly in the context of the child's environment to give us a complete picture of the whole child.

I use a variety of methods to study and record each child's development and current level of understanding (qualitative reporting methods), including:

- Observations _____
- Daily journal entries _____
- Conferencing _____
- Anecdotal records _____
- Checklists _____
- Work samples _____
- Portfolios _____
- Video recordings _____
- Audio recordings _____

I take time to observe children's total development (social, emotional, aesthetic, physical, and cognitive) on a daily basis, although I realize I may not get to each child every day. _____

I use these observations to identify individual strengths, as well as, needs. _____

I use my observations to identify learning styles and preferences to particular aspects of development or intelligences. _____

NOTES:

	I make opportunities to build upon each child's natural preferences and intelligences. _____ I use daily journal writing (which helps me understand the whole child) as a means to see progress and to keep aware of what is going on in each child's life. _____ I talk and chat with children daily (conferencing) to see specifically what they are doing, how they are doing it, and how they feel about it; although I realize I may not get to every child every day. _____ I ask questions that lead children to improve skills or uncover valuable knowledge. _____ I often use group conferences of varying sizes to encourage children to honestly and openly evaluate their work. _____ I allow children to make choices and be in charge of their learning. _____ I have designed a method of recording pertinent information about a child's development which is efficient and easy for me to use. _____ I keep a notepad, clipboard, sticky notes or other adhesive blank stickers, etc., at all times for recording observations, anecdotes, and conferences. _____	**NOTES:**

In a quality primary program, the staff readily accepts the idea of being held accountable.	I use checklists to record frequently observed behaviors which include all aspects of development. _____ I use self-recording forms that are easily completed by children. _____ I save dated samples of each child's work. _____ I instruct children in and make them responsible for filing all or most of their work samples. _____ I train children to become self-evaluators. _____ I include children in picking the work samples that best represent their progress for their portfolio. _____ I collect, with the child's help, the best examples of progress from each child's work samples to form portfolios for each child. _____ An explanation from the child on the merit of each chosen sample is included in the portfolio and is vital in assessing what each child really knows. _____ I use a camera or a video recorder to record nonpermanent products such as a science project, block construction, etc. _____ Yearly, I videotape each child presenting a self-designed project. _____	**NOTES:**

	I interpret observations within the context of the whole child. _____ I look for patterns of behavior exhibited at different times and in different situations. _____ I observe and record behavior in spontaneous, self-initiated activities, as well as, in teacher-initiated activities and routines. _____ I use the results of authentic assessment to set individual, realistic goals so that each child is supported and challenged. _____ I use the insights resulting from authentic assessment to build short and long-range plans for the group. _____ I use the insights resulting from authentic assessment to make needed changes in the curriculum or environment. _____	**NOTES:**
The school should be ready for children rather than expecting the children to be ready for school.	Screening is used for planning instruction and services, never for exclusion from school. _____ I report progress to parents by sharing and reviewing his or her child's recorded observations and conferences, portfolio, narrative report card, check-list, video and audio tapes, etc. _____	

NOTE:
Research indicates that measures of academic achievement, personal adjustment, attitudes towards school, behavior, and attendance are more positive for promoted students than for retained students. Students who are retained show improvement, in a majority of cases, only in the year in which they were held back. Also, holding students back a year or more in elementary school has been found to increase the probability of those students dropping out of school without ever reaching high school.

Letter grades are not used to report the child's progress to his or her parents. _____

I explain to parents what the recordings of these qualitative reporting methods mean to the child's total development. _____

A student's progress is defined in terms of individual growth and development rather than by comparisons with other children or against an arbitrary set of criteria. _____

Complete assessment of student progress represents a joint venture between the teacher, student, and parents. _____

NOTES:

There needs to be a continuing assessment of the program itself. The school must assure that it responds to the findings of new research, to important trends in primary school education, and to the results of student, parent, and staff assessment.

I understand the procedures to be used in my evaluation. _____

I understand the emphasis to know early childhood development, current applicable research, appropriate teaching methods, and the other critical attributes of Kentucky's primary program. _____

The evaluation reflects teaching strategies and classroom organization and management that are most effective and relevant to young children. _____

I am developing my own portfolio, which includes authentic documentation of items, notes, tapes, etc., that I feel accurately reflect my abilities as an excellent teacher. _____

Evaluation statements and reactions are regularly solicited from parents and are used to improve the program. _____

There is an annual review of all aspects of the program -- philosophy, curriculum, staff, evaluation techniques, professional development activities, parent involvement, etc. _____

The annual program review is completed by administrators, all staff and faculty, parents, community members, and students. _____

NOTES:

NOTE:
At the time of this printing, the Council on School Performance Standards is finalizing the valued outcomes charts and performance assessment tasks for grades 4, 8, and 12. The assessment contractor, Advanced Systems of Education and Measurement, is just beginning to develop the assessment tools for measuring the valued outcomes of the Kentucky Education Reform Act. It is recommended that once the valued outcomes and performance assessment documents are finalized, you obtain a copy from your Board of Education. Teachers will be held accountable and it will be your responsibility to provide experiences that will lead your students to successful demonstration of their knowledge when assessed in the fourth grade. Fourth grade assessments will include both event and portfolio tasks, so students in grades 2 and 3 will need experiences similar to these types of assessment.

Plans are made, with the evaluation results, to improve and provide better programs for children. _____

I use this information in my self-study, along with an evaluation of our total program, our philosophy and mission statements, and feelings of parents and students to help us make decisions in writing our action plan for total implementation of the primary program in our school by (or before) 1995-96. _____

TOTAL SCORE FOR ASSESSMENT: _____

NOTES:

SCORESHEET

The Learning Environment

SUBTOTAL SCORE	DATE	COMMENTS:

Developmentally Appropriate Curriculum

SUBTOTAL SCORE	DATE	COMMENTS:

Educational Partnerships

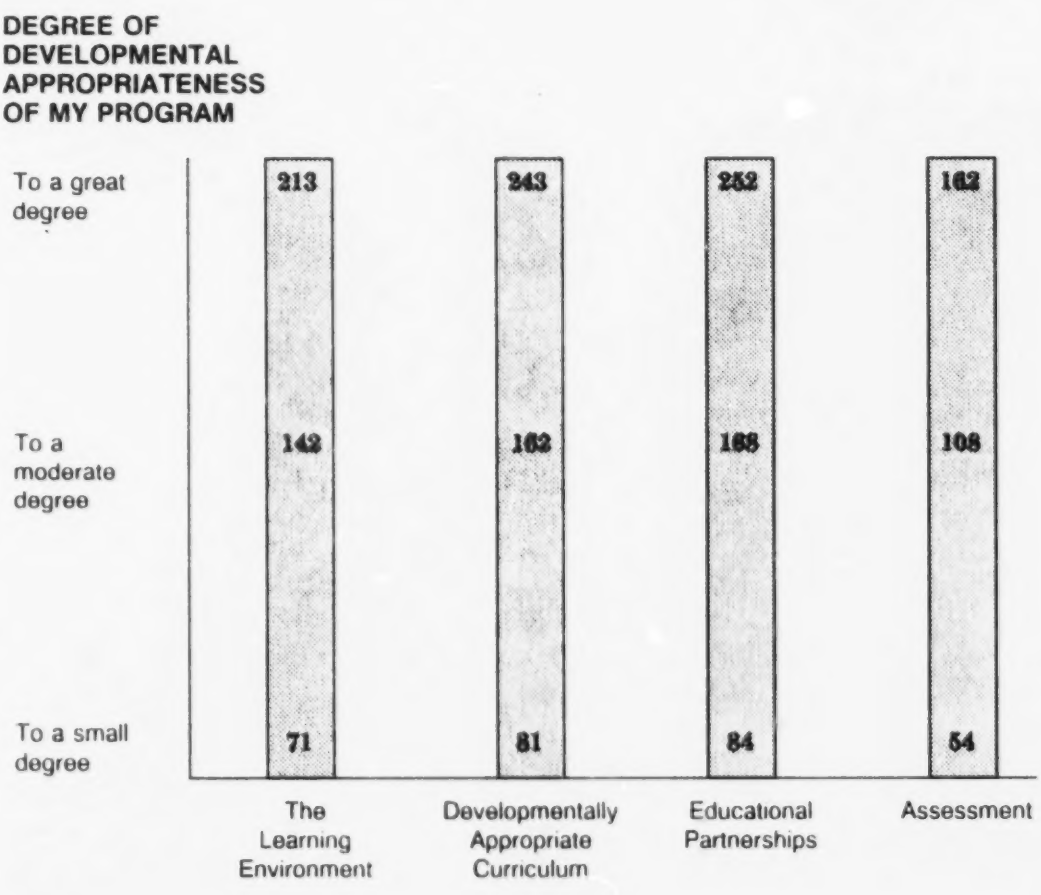
SUBTOTAL SCORE	DATE	COMMENTS:

Assessment

SUBTOTAL SCORE	DATE	COMMENTS:

PROFILE OF PRIMARY SCHOOL PRACTICES

By recording the subtotal within each section, you can get a rough profile of the strengths and needs of your program.



EXPLAINING THE PROFILE

This profile is only a rough visual representation of your present program and talents. Because all criteria are not equal (and we did not weight any of the items) this is only a general representation of how your current program fits into the primary program philosophy.

This was designed to be a diagnostic tool to help you assess the strengths and needs of your program and your personal growth. **This is not to be used as an evaluation tool or as any part of an evaluation process.**

Best wishes on your journey. We are at different starting points, we are traveling at different rates, we may even be on different routes, but by using this self-study as our map, we are all heading in the right direction!

APPENDIX

CONTENTS

Workpages

- Professional Development Training
- Articles, Books, Videos, etc.
- Schools Visited
- New Ideas

Materials & Supplies Self-Study Checklist

Workpages

- Curriculum Approaches:
  - Language Arts
  - Mathematics
  - Science & Social Studies
  - Theme Studies

Learning Centers

The Theory of Multiple Intelligences

Making Connections

PROFESSIONAL DEVELOPMENT TRAINING

Title	Presenter's Name Address, and Telephone Number	Comments

How will I use this information in my setting?

NOTE: You may add pages as needed to continue documenting your professional growth.

ARTICLES, BOOKS, VIDEOS, etc.

Title	Author	Publisher	Comments

What ideas will I use with my students or in my program?

NOTE: You may add pages as needed to continue documenting articles, books, videos, etc., that you have read or viewed.

SCHOOLS VISITED

Name of School, Address, and Telephone Number	Principal's Name and Teachers' Names	Techniques Used / Other Comments

How does this apply to my setting?

NOTE: You may add pages as needed to continue documenting schools you have visited.

WORKPAGE FOR NEW IDEAS

Idea	How This Can Affect My Program

NOTE: You may add pages as needed to continue documenting ideas that will help you develop your primary program.

MATERIALS & SUPPLIES SELF-STUDY CHECKLIST

On the following page is a list of suggested materials and supplies which are organized by category. No classroom is expected to include all these items at one time, but this will give you ideas for appropriate materials. You may also be aware of appropriate items that are not included.

To use this list, place a checkmark next to the items which usually are available to your children on a regular basis.

Next, highlight the items which are not available in your classroom. Also, consider whether you have included a variety of multi-ethnic, multicultural, and multibiased learning materials which are easily accessible to all children. Note changes and additions you plan to make.

When you have completed this process, you will have a broad picture of the areas of strength and needs related to the materials available in your room.

In order to develop a plan for the addition of materials, you may want to consider several factors:

1. ***In which categories is my program particularly strong or weak?***
   Check the three strongest categories. Highlight the three weakest.

2. ***Do I have personal interests or discomforts that have led to these strengths and weaknesses?***
   Do I avoid any particular types of activities (e.g.; activities like clay, sand, water, fingerpaints)?

3. ***Which two categories of need am I comfortable expanding?***
   It is unrealistic to purchase equipment you are totally uncomfortable using now; leave that area for future development after you have taken time to gain more experience in that area and therefore become more comfortable with it.

4. ***What are my specific priorities in these two categories of need?***
   Set up a list. Identify which items you may be able to find, create yourself, or collect from families or other community members. Then make a formal request for additional program materials based upon this thoughtful analysis of the present status of the materials and equipment in your program.

LIST OF SUGGESTED MATERIALS & SUPPLIES

Audiovisual Equipment

Listening center with headphones
Cassette recorder, tapes
Record player, records
Overhead projector
Transparencies
Filmstrip projector and filmstrips
Screen
Computer and software
Camera, film

Library Corner

Fiction & nonfiction books, including some with companion audiotapes
Books & posters made by children
Chairs, rocking chair, rug
Book racks, shelves
Reading "boat" or bathtub
Magazines
Audiotapes, records

Construction

Wooden unit blocks
Large wooden hollow blocks
Large empty boxes
Wheel toys for riding
Steering wheel
Block play props: vehicles, toy animals, people, furniture
Signs
Planks
Rug

Cooking

Electric hot plate and toaster oven
Electric frying pan
Measuring cups, spoons
Bowls, utensils, pots & pans
Recipes

Art Supplies & Materials

Modeling clay, play dough, and tools
Easels
Scissors
Tempera paint, brushes
Fingerpaints
Paste and glue
Crayons & watercolor markers
Yarn
Newsprint and manila paper
Colored construction paper
Burlap and fabric scraps
Collage materials
Colored tissue and crepe paper
Wallpaper scraps
Cardboard and oaktag

Language Arts/ Writing Materials

A variety of crayons, pens, markers, pencils
Different sizes and types of paper
Manipulative letters of wood, crepe, foam, plastic
Picture file and art reproductions
Sentence strips
Letter stamps
Typewriter/Computer/Printer
Alphabet cards
Index cards for word banks
Teacher-prepared blank books
Games: matching alphabet, lotto, initial consonants
Small chalkboards
Chart stand with paper
Flannel board with cutouts
Puppet & puppet stage or frame
Blank books
A variety of good literature (i.e., predictable books, picture books, rhymes, chants, poetry, chapter books, big books, etc.) of various ability levels

Music

Rhythm & musical instruments
Autoharp and/or piano
Records and/or tapes
Scarves & other dance props

Also see A.V. Equipment

Math & Other Manipulatives

Pattern Blocks
Unifix or multilink cubes
Attribute blocks
Geoboards, geobands
Color cubes
Beansticks, loose beans
Base ten blocks
Tangrams
Primer (balance) scale
Tools for measuring length, area, perimeter, volume, and time
Cusennaire rods
Counters such as buttons, chips, checkers, etc.
Numerals
Objects for sorting, classifying, ordering
Games and puzzles for counting, numeral recognition, etc.

Supplemental Manipulatives

Set boards
Lincoln Logs
Other building materials
Peg board, pegs
Real & play money
Food and/or other items to develop fraction concepts
Tabletop building toys: Legos, small block sets, building sets and accessories
Puzzles
Parquetry blocks
Lacing boards

LIST OF SUGGESTED MATERIALS & SUPPLIES

Gross Motor Play

(Some of these may be used outdoors or in a gym)

Balance beam (low)

Rocking boats

Climbing structures

Slide

Stairs

Floor mats

Wheel toys, pedal toys, wagons, ride-on vehicles

Scooter board

Parachute

Games: ring toss, bean bags

Variety of balls

Jump ropes

Plastic paddles, large bats

Sports equipment

Dramatic Play

Kitchen appliances: wooden stove, sink, refrigerator, cupboard

Table and chairs

Doll bed, blankets, pillows

Dress-up clothes, uniforms

Occupational props: fire hoses, doctor's kit, cash register, play money

Multi-ethnic dolls, clothes

Broom, dust pan

Ironing board

Telephone, pots and pans, clock, food containers, dishes, silverware

Typewriter

Doll house and accessories

Full length mirror

Real props

Discovery Materials

Sand table and accessories: sifters, shovels, pails, rakes, molds, funnels, measuring cups

Rice, bran, oatmeal, etc., to vary sand play

Gardening tools and supplies

Seeds

Magnets

Color paddles and prisms

Electricity: batteries, wires, bells, flashlight bulbs

Water tub and accessories: plastic tubing small pitchers, hand pumps, spray bottles, funnels, measuring cups, eye droppers

Magnifying glasses

Simple machines: pulleys, gears, inclined plane

Collections: rocks, shells, nests, insects

Animal environments and animals

Thermometers

Globe

Maps

Atlas

CURRICULUM APPROACHES: LANGUAGE ARTS

I currently teach/facilitate language arts by:

I am interested in trying:

Ideas for implementing these ideas:

This is working:

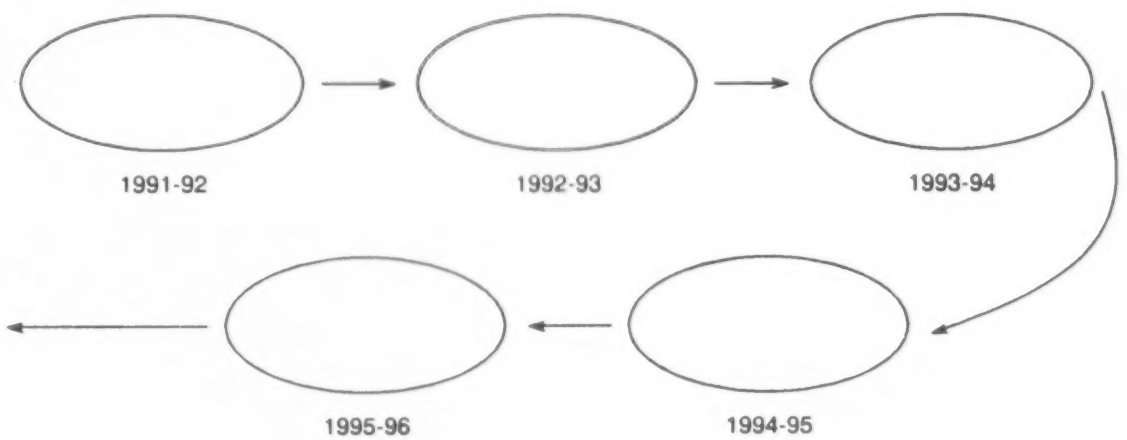
This is not working:

CURRICULUM APPROACHES: LANGUAGE ARTS

The ideas that did not work could be changed or modified by:

Added notes/comments:

A word map of the changes I'd like to make from year-to-year through 1995-96, might look like this:



NOTE: Keep research, notes from workshops, ideas from other teachers, etc., in a file that is easily accessible. Use these to change, guide, and support your efforts. Add extra pages as needed.

CURRICULUM APPROACHES: MATHEMATICS

I currently teach/facilitate mathematics by:

I am interested in trying:

Ideas for implementing these ideas:

This is working:

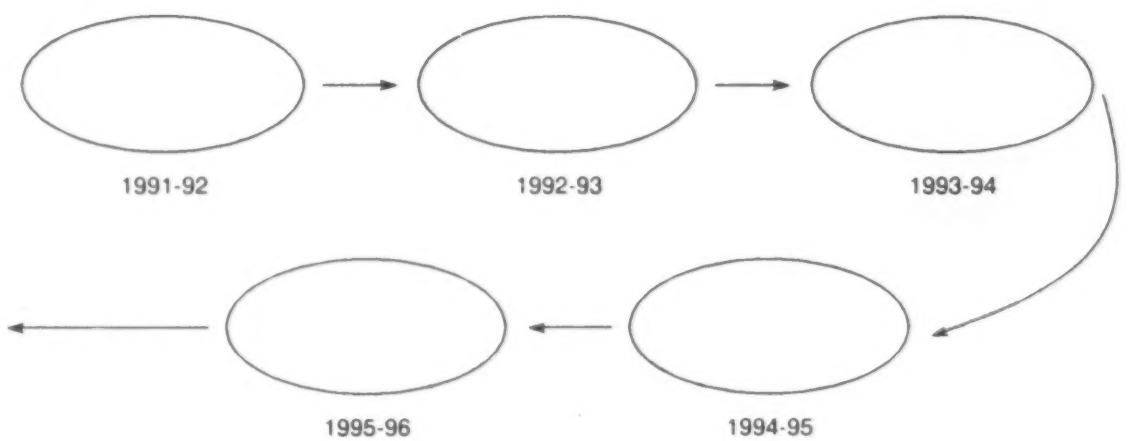
This is not working:

CURRICULUM APPROACHES: MATHEMATICS

The ideas that did not work could be changed or modified by:

Added notes/comments:

A word map of the changes I'd like to make from year-to-year through 1995-96, might look like this:



NOTE: Keep research, notes from workshops, ideas from other teachers, etc., in a file that is easily accessible. Use these to change, guide, and support your efforts. Add extra pages as needed.

CURRICULUM APPROACHES: SCIENCE & SOCIAL STUDIES

I currently teach/facilitate science and social studies by:

I am interested in trying:

Ideas for implementing these ideas:

This is working:

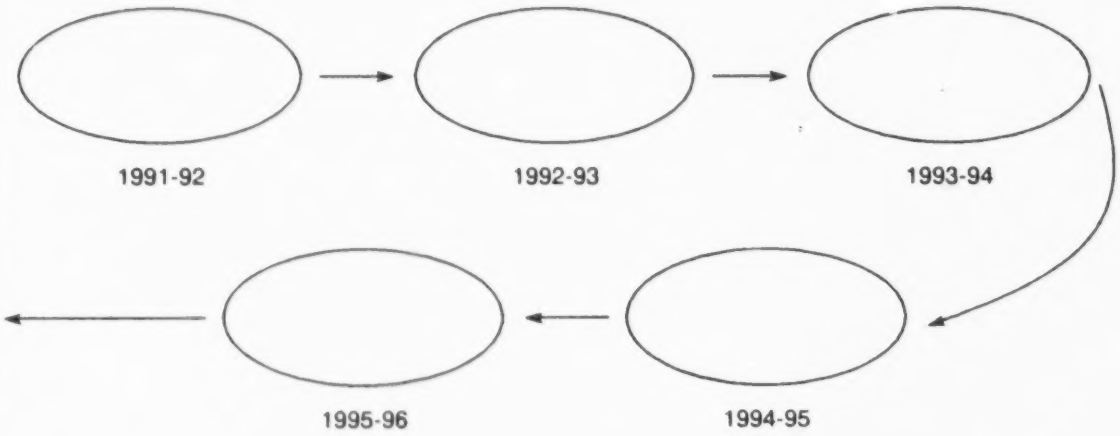
This is not working:

CURRICULUM APPROACHES: SCIENCE & SOCIAL STUDIES

The ideas that did not work could be changed or modified by:

Added notes/comments:

A word map of the changes I'd like to make from year-to-year through 1995-96, might look like this:



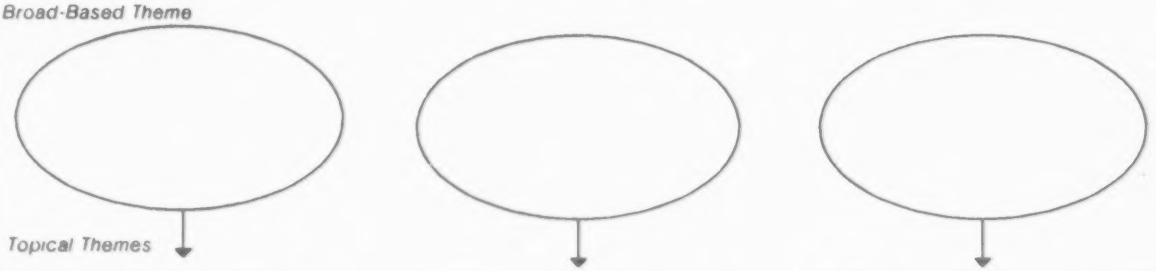
NOTE: Keep research, notes from workshops, ideas from other teachers, etc., in a file that is easily accessible. Use these to change, guide, and support your efforts. Add extra pages as needed.

CURRICULUM APPROACHES: THEME STUDIES

Ideas for Broad-Based Themes:

Topical Themes that support each Broad-Based Theme could include:

Broad-Based Theme



Topical Themes

Ideas for Topical Themes:

Web or extend each theme you plan to use on additional paper.

NOTE: It is suggested that themes be webbed (or extended) with team teachers or other staff and students. Theme studies need to be flexible and meet the interests and needs of the students.

LEARNING CENTERS

Learning Centers are a strategy which enables a teacher to offer a wide range of activities (both in ability levels and types of activities) within a content area or areas. This is one of many developmentally appropriate practices which allow for children to move at their own rate and on their own level of ability. Centers are also compatible with theme studies.

How many centers, how many activities at each center, the type of centers, how the centers are to be set up, the management system used to monitor centers, etc., will differ among teachers. The following list includes types of centers that could be offered and materials that could be provided within each center. If you are interested in setting up centers in your classroom, you will want to develop centers that meet the needs of your students, that address your teaching style, and that are workable within your space restraints.

You should regularly change activities and materials offered in each center. You may change, add, or delete centers to fit into your curriculum (e.g., a topical theme on nutrition may spark the development of a health food store in the dramatics center of the classroom. A cash register and calculators may be included in the store and the math center may be closed. The cooking center may be opened as a bakery to provide muffins for selling in the store. Recipe cards may be added to the writing center.)

CONSTRUCTION CENTER

with a wide variety of building materials including varying types and sizes of blocks and block-building accessories to encourage children to manipulate, create, design, and build.

LIBRARY CENTER

offering a wide variety of books and tapes in a variety of genres and ability levels. This center provides opportunities to look at/read and/or listen to stories, books, and poems. This should be a comfortable area.

LISTENING CENTER

which may stand alone with record player(s), tape player(s), ear phones, and a variety of records and tapes for listening to stories or music or could be incorporated into the library and/or music center.

ART CENTER

including paint, crayons, clay, chalk, paper, etc., which invites children to creatively express their feelings and impressions of the world around them.

WRITING CENTER

with a variety of paper and writing instruments, journals, picture files identified by name, letter stamps, a typewriter and/or computer with printer.

DRAMATICS CENTER

an area which changes frequently to provide settings such as a house, a supermarket, a shop, or a business.

LEARNING CENTERS

MULTISENSORY CENTER offering a variety of manipulatives and activities to promote listening, visual and auditory discrimination, and eye-to-hand coordination. Sand and/or water tables and woodworking table/ activities often are included.	**EXPLORATION & SCIENCE CENTER** related to the biological, physical, and earth sciences where children can observe, classify, predict, and report information from a variety of science experiences.	**QUIET TIME CENTER** providing a comfortable, quiet place where a child can be alone (and not disturbed).
MUSIC CENTER offering different types of musical instruments and materials to make homemade instruments, along with opportunities to create and practice their own compositions.	**COOKING CENTER** providing an opportunity to cook and prepare snacks for the class. (This may be available only periodically.)	**GROSS MOTOR DEVELOPMENT CENTER** which would include large indoor and/or outdoor areas for gross motor activities such as climbing, running, jumping, balancing, dramatic play, and large constructions.
GAME CENTER housing a variety of games such as lotto, bingo, strategy games, and games made by teachers and students.	**COMPUTER/ TECHNOLOGY CENTER** including one or more computers, software, and/or printer to allow children opportunities to become more familiar with computers.	**MATHEMATICS CENTER** offering a variety of manipulatives and problem-solving tasks to promote the use of mathematical applications.
OTHER IDEAS:		

THE SEVEN INTELLIGENCES

Some teachers are incorporating Howard Gardner's theory of multiple intelligences into their curriculum and are offering a center approach to expose children daily to each one of the identified intelligences. Starting below are brief outlines of each one of his identified intelligences and some materials or activities that could be offered at each center.

NOTE: It is recommended that you read Howard Gardner's book, *Frames of Mind: The Theory of Multiple Intelligences*, and study his research before you include this theory into your practices.

LINGUISTIC

Characterized by Gardner as "The Poet," this embraces the capacity for language and its use, beyond the mere ability to compose papers or paragraphs. It reflects the ability to see and develop patterns in language and to shape words and phrases that embody concepts and convey meaning. This center would include a wide variety of materials and activities involving reading, writing, and other language arts.

LOGICAL - MATHEMATICAL

Characterized by Gardner as "The Scientist," this capacity for reasoning, logic, and problem solving is characterized by proficiency with categorization, classification, and understanding of abstract patterns and relationships. It can include the ability to visualize relationships between objects and the environment and how actions would alter the relationships. Mathematical activities and manipulatives would be available in this center.

MUSICAL

Characterized as "The Composer," this reflects one's ability to discern sounds, melodies, pitches, rhythms, and timing. Gardner emphasizes pitch, rhythm, and timbre. The music center would include making instruments, using instruments, composing all types of music, listening to music, and singing.

SPATIAL

Characterized by "The Sculptor" and "The Sailor," the spatial aptitude encompasses the ability to imagine, sense environmental changes, solve mazes, and interpret locations using maps. The spatial intelligence, which relates directly to visual acuity, allows one to visualize how an object would look or feel from a different perspective. Block building, woodworking, art activities, map making, and blueprint designing would be included.

BODILY-KINESTHETIC

Characterized as "The Dancer" or "The Athlete," this reflects an ability to use the body to accomplish complex and intricate activities or manipulate objects with well-controlled finesse. But, overt actions are not the sole reflections of the Bodily-Kinesthetic intelligence. Detailed movement, including manual dexterity, is the core of the Bodily-Kinesthetic aptitude. Any activities using the body would be included in this center.

THE SEVEN INTELLIGENCES

INTERPERSONAL

Characterized by Gardner as "The Teacher" or "The Salesman," this encompasses the ability to understand people's motivations, as well as, skills in leadership, organization, and communication. The ability to comprehend aspects of character in other people is a primary feature of this intelligence. Students would work in "couples" or groups in this center to solve problems or complete tasks.

INTRAPERSONAL

Gardner calls this the "The One with Self-Understanding." This intelligence shows individuals how to recognize their strengths and weaknesses, motivations and aptitudes. Intrapersonal intelligence allows an individual to assess situations in light of personal strengths and weaknesses and to determine the best approach to ensure successful resolutions. A place to reflect, write in a diary or journal, or set personal goals would describe this center.

How can I use the theory of multiple intelligences in my classroom?

Adapted from an interview with Howard Gardner as written in *Cardinal Principles*, Volume 6, Number 1.

MAKING CONNECTIONS

As we develop new pieces to work with the primary program, we find that the organization of the material can differ but the content all connects. Below is a chart that connects this self-study with Kentucky's critical attributes and paradigm for primary school.

Self-Study	Critical Attributes	Paradigm for Primary School
The Learning Environment	Developmentally Appropriate Educational Practices Professional Teamwork Multi-Age/Multi-Ability Classroom	Philosophy Organization Instruction Learning Environment
Developmentally Appropriate Curriculum	Developmentally Appropriate Educational Practices Professional Teamwork Multi-Age/Multi-Ability Classroom Continuous Progress	Philosophy Organization Curriculum Instruction
Educational Partnerships	Professional Teamwork Positive Parent Involvement	Philosophy Curriculum Organization Instruction Learning Environment
Assessment	Continuous Progress Authentic Assessment Qualitative Reporting Methods	Philosophy Curriculum Instruction Assessment